

Sweet Peas Day Care & Teaching Nurseries Ltd

Link House, Ninelands Lane, Garforth, Leeds, LS25 1NT

Inspection date	29/08/2013
Previous inspection date	08/11/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are excited and motivated by the wide variety of stimulating activities that take account of their learning needs and interests. They are very engaged in their learning and make excellent progress, taking into account their starting points and capabilities.
- The management team's realistic evaluation system and highly effective monitoring ensure targets for future development are identified and continuous improvements are made. This ensures the nursery continues to provide superb quality care for all the children.
- Highly effective partnerships with parents and others mean that there is a thoroughly united approach to meeting individual children's needs, extending their learning and helping them to develop a vast range of relevant skills for the future.
- Children have exemplary support to develop literacy and communication skills through highly robust staff understanding and practice, along with support for parents to contribute to this area of learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two playrooms and outside area, and conducted a joint observation with the manager.
- The inspector held meetings with the manager and owner throughout the inspection.
- The inspector looked at children's learning records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day and through parents' written comments.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

Sweet Peas Day Care and Teaching Nurseries Ltd was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Garforth on the outskirts of Leeds. The nursery serves the local area and is accessible to all children. It operates from two rooms and an enclosed outdoor area.

The nursery employs 31 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, four hold a degree in childcare, two have Early Years Professional Status and two have Qualified Teacher Status.

The nursery opens all year round, except for Bank Holidays. Sessions are from 7.30 am until 6pm. Children attend for a variety of sessions. There are currently 138 children on roll who are in the early years age group. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- consider enhancing the excellent use of puppets and props to continue to sustain children's rapidly progressing interest in books and songs.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are engaged, confident and extremely eager to learn. The welcoming and creatively resourced environment encourages children's development across all areas of learning exceptionally well. The system for observation, assessment and planning is highly effective. Staff use their observations to identify next steps for children, and recognise their individual interests with accurate precision through excellent communication with parents and extensive observation recording. They complete in-depth planning and display this around the nursery. As it is well displayed, it extends parents' involvement with their own children's planning and also encourages staff, who observe a child completing a task, to ensure that planning is flexible and adapted for individual children. Activities capture children's interest and support their learning extremely well. As a result, children make rapid progress.

The quality of teaching is very high and consistent across the whole of the nursery. Staff

have an extremely detailed knowledge of how children learn and use this to underpin their learning and development across all areas. Staff are very skilful in joining in with play, sensitively fitting in with children's ideas. Staff demonstrate they have extremely high expectations of the children. This has a wonderful impact as children show significant confidence in themselves and are widely independent. For example, children are extremely keen, when outside, to investigate the cornflour. They listen to staff's clear instructions on how it runs through their fingers and discuss how it feels. Children of all ages, especially the younger children, use descriptive words they have heard from older children, such as 'slimy'. This develops children communication and listening skills, and helps to develop their understanding of different textures very well. They place the cornflour around their face and laugh as it dries and they rub it off.

Children are extremely engrossed in all activities that they take part in and are thoroughly enthusiastic. The older children run with excitement to the electronic white board and confidently know what to do with very little direction from staff. They sit nicely and put up their hands for a turn of guessing the shape and counting the corners of the rectangle and points of the star. They then confidently copy the shape, naming what it is and describing it in depth. For example, children know the star has six points and that a rectangle has two longer sides. This is excellent knowledge that shows children understand about shape and size. This also builds their self-esteem as they receive lots of praise and clapping from staff and children. The staff then challenge the children by asking them what songs can they sing that are like the star shape. Children again are extremely quick to reply and with no support from staff confidently sing the song with actions. Older children demonstrate advanced communication skills. They express themselves effectively and use a range of tenses. For example, when listening to the story about the creatures under the sea, they are very keen to tell the story. Children talk to each other about the story and repeat the tale about the different fish that live in the sea, describing their shape and size correctly without prompts. Children also express in depth how the fish swim and try to name the sea horses and describe what they look like. This prompts staff to extend the activity by showing the children the fish they have in the nursery and ask what colours they are. This activity develops children's literacy skills and their knowledge about the world around us very effectively.

All children have lots of very good opportunities to listen to stories. Some have specific story times where they sit with staff and listen. Literacy is promoted exceptionally well throughout the nursery, with all areas having a vast selection of age-appropriate books. There is an excellent range of props and puppets available, and these are used in some areas. Further consideration could be given to extending these to continue to sustain some children's highly developed interest at story times. Children who speak English as an additional language have many opportunities to feel included as there are words displayed around the nursery in their own language, and parents are asked to contribute some basic words for the staff to use. This helps to ensure that all children value their own language and those of others.

Babies and younger children have excellent opportunities to explore and investigate their environment in their 'baby suite'. They enjoy cause-and-effect toys and repeatedly press buttons to make musical sounds. They shake the plastic bottles and watch with amazement as the water flows up and down. Babies are encouraged to feel the cornflakes

in the tray and, with guidance from staff, are shown how to make them crackle as they scrunch them up. This develops babies' listening skills as they make the noises and let the cornflakes fall into the tray.

Older and younger children have free access throughout the day to the extremely well-resourced outdoor area. This area is being upgraded, however, the staff utilise the area exceptionally well. All areas are offered to the children and they are extremely independent. They learn to balance on tyres, climb up the different sizes of slides and a climbing frame, and dig in the garden, where they have recently grown vegetables and flowers. As they run around the outdoor area, children of all ages are learning about the importance of physical development. They play in this extremely enjoyable atmosphere, where children can be heard to laugh and giggle with their friends and staff. Babies also get opportunities throughout the day to play outside as they sit under the canopy and crawl around, play in the sand and watch the wind blow the canopy, laughing as it moves. This promotes babies' early physical development and also their awareness of how things move.

Information about children's interests and individual needs, gathered by staff from parents at settling visits, ensures staff can build on what children already know and can do. Parents are fully involved in their children's baseline assessments in order to identify starting points. There is a daily verbal two-way exchange of information between parents and staff to ensure each child's needs are identified and met extremely well. Parents add to their children's learning records and also contribute to their own children's planning. This demonstrates they are fully engaged in their children's learning. Staff also ensure that there are extremely detailed progress checks at age two and these cover children's development in the prime areas of learning. All parents contribute to these to ensure excellent continuity of progress in both learning and care.

The children and staff create a warm and exciting environment where all have fun, and staff ensure that everyone enjoys their day and children are well prepared for school.

The contribution of the early years provision to the well-being of children

Children are extremely happy and settled in the warm and welcoming environment. For example, older children tell who their key person is and show an exceptionally strong sense of security and belonging within the setting. Children benefit from a highly effective key person system and visits prior to starting at the setting, which enables staff to talk at length with parents about their child. Transition procedures between rooms are also highly successful. Children visit the next room they will be moving to and staff receive a summary of learning and development to ensure provision is continuous and consistent. Staff also compare where the children are in their stage of development and any differences in age banding to ensure they are reaching their potential. This shows how well staff know their own children and how important it is for all staff to work together, ensuring that children's learning and development is paramount. Staff are highly skilled in recognising the uniqueness of each child and providing for their individual needs and interests. The relationship between the key person, the children and their parents is highly effective in ensuring outstanding outcomes for children are provided. Babies are confident

to explore their surroundings, safe in the knowledge they have the support of nurturing staff and feel secure. For example, staff are never far away from babies, to give lots of cuddles should they be upset. Older children are happy to express their feelings through discussion. For example, they talk to staff and visitors about the visit from the teacher of their new school and how excited they are. Expert staff skilfully listen and discuss this with the child, enabling them to look forward to a range of exciting experiences.

Children behave extremely well. They learn what is expected of them in this nurturing environment and, on the rare occasions when a child's enthusiasm overcomes them, staff quietly remind them about sharing or about being kind to their friends. For example, children are encouraged to take turns when doing an activity at the electronic board, putting up their hands and waiting to be given permission to answer. Some children are keen to answer and take part continually, and staff explain about other children also wanting to have a turn. Children then say 'sorry' and let the other children participate. They learn how to keep themselves safe with the innovative support of staff. Older children know to walk around the nursery and to pick up toys from the floor to prevent them tripping. Staff encourage children to learn and develop skills which will support them when they start school. For example, children use the toilet independently and remember personal hygiene practices. Children's independence is promoted extremely well and has improved vastly since the previous inspection. For example, older children serve themselves; they have a free time for snack and lay the table for lunch. Staff also develop babies' independence by allowing them to feed themselves and to hold their drinking cups, which are labelled with photographs.

Children enjoy very nutritious, healthy meals and snacks, which are prepared and cooked on the premises each day. The cook takes into account children's dietary needs and lists are displayed in the rooms as well as the kitchen. Staff sit with the children at mealtimes and act as excellent role models as they demonstrate social skills and create a warm and pleasant occasion. Staff chat with children about what they have been doing and what they would like to do later, maybe after their lunch or sleep. Children have excellent opportunities to have fresh air and exercise while using the excellently organised outdoor play area. They have space to run around and use a broad range of exciting play equipment that very successfully promotes their physical skills. For example, they can ride on the bicycles and balance and walk on the tyres, as well as going to the large indoor soft play area attached to the nursery. Children of all ages thoroughly enjoy their time outside, playing with their friends and socialising with adults in an extremely inviting environment. They also enjoy walks out into the community.

The effectiveness of the leadership and management of the early years provision

The staff and management ensure that there are vigilant safeguarding procedures in place. There are extremely in-depth policies and procedures in place for staff and parents to be aware of and fully understand throughout the nursery. The manager is the designated person and has attended a vast amount of training. This ensures that she has a thorough understanding and knowledge of procedures and how to support staff and parents should she have any concerns.

There are robust recruitment and vetting systems in place for all staff, and these were evidenced at the inspection. For example, the manager and proprietor take up references and Disclosure Barring service forms, and also use a reputable recruitment service who also carry out checks on all staff. This strengthens the nursery's protection and safeguarding for all children in their care. All staff are instructed to attend safeguarding training and this is updated regularly to ensure that they all have a solid understanding, should they have any concerns. Extensive induction takes place to secure a highly skilled and quality workforce who meet the nursery's exacting criteria. Extremely comprehensive risk assessments are carried out on all areas that are accessible to children and staff. These are reviewed regularly, along with daily checks prior to children coming at the beginning of the day. Staff are very vigilant about safety within the nursery. For example, fire drills are completed regularly and more frequent should new staff or children start at the nursery. They have a designated member of staff who ensures that the premises are safe for all. For example, all electrical goods and toys are checked for safety and daily risk assessments are completed. All of these procedures ensure that safety is of a high priority, making it a safe environment.

All staff have an exceptional understanding of what their responsibilities are in meeting the learning and development requirements within the Statutory framework for the Early Years Foundation Stage. This has been achieved as they are extremely focused in planning and assessing every child's individual programmes that aid and support the excellent progress in their learning. This is achieved in an extremely positive manner through effective monitoring and reviewing of their teaching methods.

The manager sets very high standards and staff are fully committed to achieving standards of excellence in all areas. This is demonstrated by the support given to all staff to continue with their professional development, which has led to all staff holding a childcare qualification to ensure a skilled and knowledgeable team. As a consequence, the staff feel motivated and valued, and demonstrate high levels of enthusiasm to provide highly effective learning experiences for children. Managers and staff regularly evaluate practice, for example, the manager conducts regular peer-on-peer observations and evaluates individual staff. The manager also completes mock inspections, to help to build staff's confidence. This ensures that the manager is fully aware of her staff's knowledge and understanding of children's development and areas of learning. These also help to guide staff in areas where their professionalism can be improved through the identifying of further training. For example, several staff are in the process of completing further childcare qualifications. Self-evaluation shows rigorous monitoring of the effectiveness of the setting, and feedback from parents and staff helps to drive further improvement. Priorities for future development are precise, well targeted and ongoing in a desire to maintain the highest standards. The staff team consistently strive for excellence through careful reviewing and action planning, and contributing to the evaluation form. This assists in the building of a secure staff team who share their ideas, to ensure that an extremely high standard of care and learning is provided.

All recommendations made previously have been more than fully addressed. For example, children's independence has been extremely well promoted. For example, babies independently move around the large baby room, and older children show their

independence as they dress themselves and also lay the table for lunch.

Information sharing and partnership working with others are excellent. Early intervention systems and links with local agencies work very well in all aspects. This means that children with special educational needs and/or disabilities are supported very successfully to achieve their full potential. Inclusive practice is very successful in this nursery. For example, children are supported by the staff through their research and intervention from such specialists as health visitors, behaviour therapists and speech therapists. The staff also show a strong commitment to liaising with local schools, and teachers are invited to come and meet the children to ensure a highly successful transition to school.

Parent partnerships are high on the agenda. Parents are invited to regular events, such as parents' evenings and drop-in sessions. They also contribute to planning on a weekly basis, complete questionnaires and receive regular newsletters. Parents have extremely positive praise for the staff, saying how quickly their children settle, how well their child's speech has progressed and how confident and sociable their children are. Parents are very enthusiastic about contributing to the planning and also to their own children's learning records. This helps staff to follow the children's progress, both in the nursery and in their own home environment. Parents bring photographs of their family to be displayed, reassuring children as they show and point to their family members. This is a key strength of the nursery and ensures that all parents and carers play an extremely important part in their children's growing and developing. Parents' contributions are deemed as being an essential part of the exemplary, happy and welcoming environment for their children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY406850
Local authority	Leeds
Inspection number	915156
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	92
Number of children on roll	138
Name of provider	Sweet Peas Day Care & Teaching Nurseries Limited
Date of previous inspection	08/11/2010
Telephone number	01132 873388

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

